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EXTENSION SERVICE

REVIEW

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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers Extension workers, in their roles as educational leaders, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EARL L. BUTZ
Secretary of Agriculture

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Extension Service

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EXTENSION SERVICE

REVIEW

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"Convenience education"

Convenience foods, time-saving appliances, labor-saving equipment—today's lifestyle puts a premium on the quick, easy way of doing things. Education is no exception. People have less time for formal or informal "classes." They want to learn, but they want to do it at their convenience, in the most efficient way possible.

Extension, like other educational institutions, is experimenting with ways to make learning easy and convenient. A good example is the correspondence course in dairy production described on page 6 of this issue. The idea of correspondence courses is not new, of course, but this agent's tailor-made version for a special audience in his own county goes beyond the ordinary use of this method.

Another "home study" program is scheduled to appear throughout the country this fall. More than 240 newspapers will publish weekly lessons on "The Future of Man," a college-level course for which credit is being offered by about 180 universities. On two occasions, groups of enrollees will meet with an instructor at a participating university. The county agent in this month's Review article also stresses the importance of having some personal contact with course participants and giving them a chance to interact with each other.

Whether through correspondence courses, cooperation with local newspapers, or new uses of electronic media, Extension in the future will be serving people with more "convenience education." As these two examples illustrate, however, the new methods may work best when combined with the old.—MAW

Nebraska women lunch 'n learn

by

Roberta E. Sward
Associate State Home
Economics Leader
and
Kathleen Sullivan
Assistant Extension Editor
University of Nebraska

The employed woman is a very important homemaker. Has the Cooperative Extension Service overlooked her?

Answering a resounding "yes" to this question, Sandra Stockall and Jeanette Grantham, area home agents in south central Nebraska, decided to do something about it.

Sandy and Jeanette agreed that the working woman—whether she is young or old; married, single, or widowed—shares the common problem of managing an effective and efficient home.

"Lunch 'n Learn" reaches working homemakers in Holdrege, Nebraska. Extension home agent Sandy Stockall demonstrates some techniques of creative floral arrangement during a noon session held in a local bank.



But she also is committed to a part-time or full-time job away from her home, which often leaves no time for morning coffees or afternoon meetings. So how can she be reached?

The two home agents did not feel that night meetings were the only answer in involving this working woman. As Sandy put it, "Once we (working women) get home and get out of our girdles, a herd of wild horses couldn't drive us to a meeting."

So they looked for a time of day when employed homemakers did have time to spare.

Their solution: the noon hour—a time when these women could "lunch" and "learn" at the same time.

Sandy and Jeanette took their "Lunch 'N Learn" concept to two local industrial plants, employing some 600 persons, many who were commuters from small neighboring towns.

The personnel manager of one plant responded enthusiastically to their idea, offering use of plant facilities.

The first session presented "Slick Tricks With Mixes" to 45 women employees. In addition, the personnel manager videotaped the presentation and ran it continuously in the lunchroom the following day.

The next target audience for Lunch 'N Learn were women employed in the downtown community. Sandy and Jeanette sent information to local businesses, inviting downtown working women to bring a sack lunch and

eat during the session. Twenty-five homemakers attended the first meeting.

Both home agents feel their Lunch 'N Learn sessions have enabled them to carry Extension programs to people never reached before.

Responses from those attending have been encouraging. As one working homemaker put it, "Since I've gone back to work, I can't go to my Extension club, so these programs are a chance for me to get some good information."

And the working women do make allowances to attend the sessions. One said, "I'm going to remind my boss every day so I can be sure to get my lunch break at 12:00 on Friday."

The good public relations created by this program is an added dividend. As a result of Lunch 'N Learn, businessmen in the area are more aware of the Extension home economics program, and those already familiar with it have enlarged their concept of the Extension Service.

Sandy and Jeanette are making Lunch 'N Learn a regular part of their educational program, presenting it at both the industrial plant and the downtown area once a month. Eventually they hope to expand into several other communities in their four-county area.

Lunch 'N Learn, as a method of reaching the working woman, is catching on in other Nebraska areas, too.

Joan Lacy, Lincoln County Extension home economist, drew 65 employed homemakers in North Platte in her first Lunch 'N Learn presentation. According to Joan, this was an excellent turnout considering that the temperature was hovering around 18 degrees below zero that day.

Several other Nebraska home agents have plans to implement this program idea in their areas during the next year.

As Nebraska has shown, the Lunch 'N Learn concept can be a useful tool for serving employed women, both in urban centers and in less populated areas. □

A virtual "carpet of red" greeted me one morning as I arrived at the Springfield Cooperative Farmers' Market. Everyone had tomatoes—lots of them.

Some were fresh-picked, but many had been carted back and forth to the market for days with the hope that demand would firm up and the crop would move. A check at the farmstead revealed piles of tomatoes that had been dumped because of their overripe condition.

As the Extension "man-on-the-scene" I visited the market weekly to keep in close contact with the 20 to 50 growers who brought in their produce daily. My visits gave me an opportunity to consult with them on production problems as well as market opportunities.

That day I was greeted with cries for help, such as: "You Extension guys tell us how to grow these things—how about telling us how to sell them!" or "Why can't we get in a canning factory so we wouldn't have to dump out stuff?"

Their need was clear; some type of action was desired—even demanded!

Contact with the local press and other media, plus marketing specialists from the Massachusetts Department of Agriculture, yielded some fine publicity for "home grown quality produce."

The effort helped, but it was a case of too little, too late—a straw to a drowning man.

Occasionally I observed local people shopping at the market—there to purchase produce for freezing, can-

ning, or fresh use by the family at home. They appeared pleased at the opportunity to buy "wholesale" at prices 20 to 50 percent below those advertised by retail stores.

"How about encouraging this type of purchase?" I asked Hollis F. Kane, market president. He liked my idea, and we pursued it further.

Again, local media answered our call and agreed to promote more consumer trade at the market. Their



Open house benefits farmers, public

by

Walter Melnick
Regional Administrator
Massachusetts Extension Service

eagerness to help a local industry resulted in several feature stories, and some film clips shown locally during prime time news.

Home economists in the area mentioned the Springfield Market at their meetings and wrote articles on food preservation, encouraging quantity purchase for canning and freezing.

Some improvement in the "walk-in" trade was observed, but not enough to move a great quantity of produce. Publicity had stimulated some interest in the market, but further action was needed.

During the winter months we reviewed the idea of an "Open House" with growers. Following considerable discussion, both pro and con, the co-op voted \$500 for advertising and promotion. This was matched by the Massachusetts Department of Agriculture, which also promised to lend the support of its promotional agency.

The growers appointed an "Open House" committee, headed by the newly elected market president, Herbert Morris.

Our purpose for developing the "Open House" was many-fold. Local consumers had long complained about the high price of produce—here was an opportunity to do something about it. It also was an excellent way to move surplus quantities of vegetables at a very low price to aid low-income families, and to increase the demand for local produce.

The first "Open House" was set for 8 a.m. to noon, Saturday, July 29, 1972. Bumper stickers and posters with the Massachusetts Department of Agriculture symbol were printed and

distributed. A contact with Milk Promotion Services, Inc. yielded valuable tie-in promotional posters and advice.

Extension home economists offered their assistance in demonstrating food preparation, issuing literature, and answering questions on canning, freezing, and food storage.

As opening day approached, the air was filled with apprehension and excitement. Our publicity and advertising campaign had done its job—calls to the Extension office indicated we had reached a wide audience.

But the weatherman had been uncooperative. Supplies were short and prices were at record highs. It was too late to turn back. Everyone assessed the situation and determined to do his best to make the "Open House" a success.

Finally, the day arrived; farmers lined up on both sides of the street to sell. Empty melon crates served as supports for planks on which produce was displayed. As had been feared, supplies of all produce were very short. In desperation, directors of the market cornered a supply of tomatoes, cucumbers, and sweet corn to have a decent quantity of these scarce items to sell.

The public came at 7:30 a.m. and kept coming until the market assumed the air of a community fair. Produce was snapped up quickly even though prices were higher than anticipated. Sweet corn moved at a furious pace. One grower scurried back home twice to reload and sold out within 30 minutes each time he reappeared.

Extension home economists Rachel Swicker, Avis Grover, Patricia Sacks, Ethel Ward, and Susan Lewis were swamped with requests for information. More than 600 bulletins and leaflets vanished as women, eager to learn how to can and freeze, snapped them up.

Interest was high in the demonstration on canning tomatoes and other vegetables. Other topics discussed were storage of leafy greens, freezing and packaging materials, and packing techniques.

Samples of half-sour dill pickles proved a big hit, and mimeographed recipes were quickly pocketed. People literally bombarded the home economists with questions on food storage, preservation, and preparation.

The next Saturday, supplies were better as more growers took part; all had a better idea of what the public was looking for. Smaller packages appeared to satisfy customers who could not handle a crate of sweet corn or a half bushel of summer squash. Extension home economists again were on hand at the information booth.

Produce moved quickly although the crowd was not huge. It was a buying crowd, however, and it continued to be so every Saturday thereafter.

"Open House" at the Farmers' Market continued until early October when supplies of local produce dried up.

A first-year assessment revealed that the "Open House" made firm friends of local consumers while convincing many grower members of its potential for moving large quantities of locally grown produce.

And the market achieved financial success. Estimates are that the 50 member farmers grossed an average of \$25,000 for a total income of \$1,250,000.

An added plus for Extension—the home economists' demonstrations and information booth introduced many people to their services.

Today the "Open House" is still going strong. The season began May 12 with bedding plants, flowers, asparagus, rhubarb, and wintered-over spinach and scallions. Since opening day the buying crowd has continued to increase as more produce becomes available.

Seeing the happy faces of the farmers and shoppers on a Saturday morning, one can't help being optimistic about this cooperative venture with a double dividend—savings to the consumer and greater sales for the farmer. □

Extension Specialist Walter Melnick, left, visits the farmers' market weekly to keep track of trends and discuss problems with growers. The weekly "open house" has helped solve some of those problems while benefiting consumers at the same time.

by

Philip W. Bemis
Cooperative Extension Agent
Rensselaer County, New York

Dairymen choose to learn by mail

When given a choice, dairymen in Rensselaer County, New York, picked correspondence courses as the way they would like to learn.

In the fall of 1971 I surveyed all of the commercial dairymen in the county. The survey gave them four choices of methods for receiving information, including correspondence courses. The returns were a resounding demand for an in-depth course by correspondence.

The survey also gave them 14 areas of subject matter to choose from. They selected "Feeds and Feeding."

The course was ready in October 1972, and announcements and enrollment sheets were sent to dairymen who had shipped milk in the 1970-71 year. A reminder letter and another enrollment sheet were sent 15 days later.

Sixty-three dairymen enrolled, representing 3,027 milking cows or 28.6 percent of the cows in the county. The largest herd was 180 cows, the smallest was 15 cows.

In addition, the 4-H agent sent a letter about the course to older 4-H youth who had dairy animals, and six of them signed up. Their lessons were routed through the 4-H agent's office so that he could follow their progress.

The course ran from January 1 to April 15, since this is the period when the dairymen have the most free time. The lessons were mailed every other Monday.

The kickoff meeting, in November, was a box lunch affair provided by a local feed company. About 70 per-

cent of the enrollees attended. The meeting included a thorough discussion of the course, including how the dairymen could get the most out of this new educational effort.

This initial get-together seemed to help get a good return (49.2 percent) on the early lessons. Wives had been invited, too, and it was obvious that they were a factor in getting lessons completed and returned.

The objective of the course was to teach dairymen how to feed dairy cows to help them reach their genetic potential. The eight lessons, devel-

County Agricultural Agent Philip Bemis deposits a weekly correspondence lesson at the post office for delivery to the participating dairymen.



oped around the basic fundamentals, were designed to help the dairymen identify problems and then use recommended approaches to solve them.

Course materials included a manila folder to hold all the lessons and reference materials; eight lessons; two work-sheets; two information sheets; and two question-and-answer sheets.

Each lesson had a homework re-mailer with questions on the lesson and space for the dairymen's questions, comments, or suggestions.

The work-sheets were developed to help the dairymen work out feed problems. This was the laboratory section of the course.

To conduct a successful correspondence course, one must be ready to make changes if they appear necessary, and must keep the course flexible to meet needs that are expressed as the course develops.

The information sheets were developed after the course was underway, and covered topics on which the enrollees requested more details.

Nearly every completed lesson returned had a question from the enrollee, and many of them asked the same questions. Rather than answer each one individually, I developed the question-and-answer sheets so that all the participants could benefit from each question and answer.

It was hoped that this method would substitute for the question-answer-discussion periods of traditional meetings. Several wished, however, that there could have been a meeting of enrollees at the halfway mark for discussion and review.

The second work-sheet was prepared when several dairymen asked for more practice.

The course was evaluated at the end of the lessons. About 49 percent responded to the questionnaire. Ninety-four percent of those responding said the course was equal to or better than traditional meetings as an efficient use of their time.

The fact that 22 of the farmers had little or no contact with Extension in the last 3 years means that the course opened a whole new audience for us. Seventeen of this group were very low-income farmers.

Fifty-eight percent of those responding had used the first work sheet on their herd, and 26 percent said they planned to use it. If only half of them do, about 71 per cent of the group will have tried this important technique—a high percentage of acceptance of a recommended practice.

Many of the comments received said, in effect, "The course has lasting value because we can constantly re-

view the material and references if we forget any of it."

About 15 percent of those who enrolled did not send in any lessons at all. One of these men remarked, "The course was very good and I'm ashamed I did not take full advantage of it."

The course revealed many needs of those enrolled, and a followup program has been set up. Since about 75 of the dairymen had no milk weight records on their cows, an inexpensive form was developed for them to use.

Enrollees showed a great deal of interest in the new feed concept—"Complete Feeds"—so two on-the-farm meetings were arranged to discuss this. The 22 enrollees who had not been in touch with Extension in at least 3 years will be contacted personally.

Two dairymen asked for help in analyzing their herds to determine what they have to work with, and this assistance has been given.

The county agricultural division's program committee is convinced that correspondence courses are a worthwhile technique, and the committee has approved a correspondence course on heifer replacement for 1973-74. Ninety percent of those taking the first course have asked to be enrolled in the second one.

Correspondence courses can be a useful technique in Extension education. It is obvious, however, that even this will not answer all the needs of an audience. To be successful, the course must be flexible enough to include some traditional Extension methods when necessary. □



The responsibilities of a 108-cow dairy operation probably would have kept Phil Herrington from attending ordinary classes, but the correspondence course was as handy as his mailbox.

by

James T. Bray

Area Extension Youth Specialist

St. Louis, Missouri

An experiment in race relations



Students from a St. Louis junior high school discuss letters they are writing to students in Columbia, Missouri, with Extension Youth Assistant Gary Wilson, who helps coordinate the program.



In some cases, the letter writing has led to exchange visits between the two schools. At left, new friends eat lunch together in the school cafeteria.

It is easier to teach young people how to work with objects than to teach them to understand people. But the 4-H motto—"To Make the Best Better"—also applies to human relations.

Much 4-H project work emphasizes learning skills and producing something—a garden, birdhouse, dress, or animal. We also are interested, however, in producing a better youngster.

Considering this interest in producing a better youngster and thus a better adult, we need to ask "What are the greatest problems facing people today?" Most of the ones we can list will reflect some problem with human relations — people getting along with people.

What problems would you list? Would you include poor family life, crime, and race conflict? Would your list also include international affairs, the economy, or employment?

Each of these pertains to human relations and is affected by how well people get along with others. The logical question is "How do we set up a project in human relations?"

Our project—"An Experiment in Race Relations"—attempted to im-

prove interpersonal relations between the students in an all-white school in Jefferson County, Missouri, and an all-black school in St. Louis.

To accomplish this objective, we developed a series of learning experiences including classroom discussions, letter exchange between students, and an exchange of cassette tape recordings.

Our secondary objective was to develop a pilot program (a concept) that could be used across the State.

First, we contacted social studies teachers in the two schools. Both teachers were excited about the idea and each had a class of 20 students that could participate. Most of the students were seniors.

The principal in the Jefferson County school requested that a note be sent home explaining the program. These notes later became an excellent learning experience for the white students. He also asked that a pretest be administered to the students.

Before the students were told about the program and immediately following the pretest, classroom discussions were held in both schools on integration, personal feelings about people of other races, parent attitudes, perceptions about black-white communication, and black and white schools.

Letters to the Jefferson County parents were sent home with instructions for the parents to sign the letter and return it to the teacher if they did not want their youngsters to participate.

A discussion on parent attitudes had not been planned. The students were so surprised, upset, and disillusioned by their parents' reactions, however, that they initiated the discussion.

The third phase was the letter exchange. Each teacher provided a list of names for the other school. Students were encouraged to write to a specific individual.

As the letters were received, however, everyone wanted to read or hear all of them. As a result, any member of the class who took issue with one of the letters wrote a reply to that

individual. When the program ended, each student had corresponded with several other students.

School, home, out-of-school activities, racism, and black-white relations were some of the topics discussed in the letters. These topics were developed by the students and their teachers.

Cassette tape recordings were used to give a more personal feeling. Students felt they could go into more depth on certain topics and use their voices to show more emotion than was possible in the letters.

The program had several significant results:

—White students realized they were uninformed about race relations problems.

—White students realized that the black young people in the St. Louis school do not want to be integrated into a white world.

—The exchange showed the students that they had different values. The white students were most concerned about cars, hunting, fishing, dates, and athletics, while the black students were most concerned about racism, black power, equality, and education.

—Black students realized that their white counterparts wanted to understand, but had not lived in an environment that would promote understanding.

During the next school year, in an exchange program for sixth graders, slide pictures of each child were added, plus exchanged video tapes of school activities, enabling the students to see their friends in action on TV.

Another exchange between two St. Louis schools and two schools in Cedar Rapids, Iowa, has recently been completed. Highlight of this experience was a trip by the Iowa students for a 3-day stay with the young people in St. Louis.

Student comments following each exchange reflect a greater understanding of varying lifestyles as influenced by race, culture, schools, and urbanization.

Although these human relations ex-

periences were conducted in schools, the same idea could apply to a 4-H project. To begin:

—Select a group to communicate with that is in contrast to your members' lifestyle: white-black, urban-rural, plains-mountain, farmer-suburbanite.

—Have the members correspond with someone close to their own age.

—Encourage the members to select topics they want to discuss. Responses from several members of a group on the same topic will give a much clearer understanding.

—Provide for exchanging pictures and other objects that will promote realistic understanding of lifestyles.

—Use tape recordings and other forms of communication as often as possible.

—Encourage the members to deal with their feelings, impressions, and beliefs about the other group.

—During project meetings, discuss these feelings and impressions; exchange ideas and misconceptions.

—Maintain contact with the other group's project leaders in a continuing effort to keep interest high and to provide new experiences for the 4-H members.

If you want exhibits and awards to be a part of the project, members should be able to develop displays, posters, or slide shows about their "friends."

Geographic mobility is a way of life for people today. If your 4-H members can gain some understanding of other people's lifestyles, communities, and customs, their adjustment to new locations and new people will be much improved. □

by
Elaine Myers
*Assistant Editor, Home Economics
Texas Agricultural Extension Service*

ENP 'grads' become volunteers

Volunteers are hard to find in a fast-paced, inflation-plagued world, but the Texas Extension home economics program has succeeded in recruiting several thousand of them. Many are homemakers formerly enrolled in the Expanded Nutrition Program.

About 7,800 adults and youth serve as volunteer leaders for 75,000 young people in the youth phase of the ENP.

Other volunteers have entered the 4-H program and now lead newly organized clubs, often composed of youth who were encouraged to enter 4-H after participating in ENP.

Still others are leaders of adult groups in various Extension home economics programs.

Volunteers in Texas recruit, organize, and teach the youth and homemakers, as well as arrange for meeting places and assist with programs.

The more than 105,000 homemakers who have been enrolled in the adult phase of the Texas Expanded Nutrition Program are excellent prospects for volunteers.

After a homemaker participates in ENP for 18 to 24 months, she graduates and moves into other programs and activities, armed with information and eager to share it.

"One of these activities is to serve as adult leader for the youth phase of ENP," said Mrs. Florence Low, assistant director for home economics. "Most leaders teach youth groups organized for a series of nine lessons on nutrition."

Mrs. Tina Perez, of Brownsville, is a volunteer leader who began as a homemaker enrolled in ENP. She traced her participation in the program back to a door knock in 1969

when an ENP aide made the initial contact.

Mrs. Perez graduated from ENP after 24 months and became a volunteer leader, teaching a group of neighborhood girls that she'd asked parents "to lend me once a week for an hour."

Leader-training methods used for Mrs. Perez—and all Texas ENP volunteers—followed a plan developed by Texas Extension specialists in foods and nutrition and other fields.

Extension ENP agents, with some assistance from program assistants, train all volunteers in small group meetings using a set of nine lessons on nutrition, one each week.

And volunteers actually teach while they're in leader training, putting each lesson into practice immediately by teaching it to their youth group the same week they receive it.

After leader training is completed, emphasis is placed on teaching the nine lessons repeatedly, reaching as many new youth groups as possible. Nine additional lessons are available to youth who want to continue participation in ENP.

To actively involve youth in the lessons, volunteer leaders learn to teach them through effective use of youth-oriented language and visual aids.

Lesson language is designed with "youth appeal" as evidenced in lesson titles—"The Inside Story," "Fun-Filled Foods," "Mighty Meats," "A Groovy Breakfast," "Do-Your-Thing Meals," and "Mini Meals With Appeal."

Visual aids include colorful posters, charts, and handout sheets.

How these volunteer leaders function—adding their personal touches to

teaching — becomes apparent in a quick scan over the State.

Mrs. Perez offered the first example.

"My classes with my girls were held once a week," she said. "I had 12 girls in my group—ages 9 to 12. All the girls participated in everything we did. I made my own posters to help teach the lessons."

Another example came from Odessa, where one homemaker's classes add an extra project to each nutrition lesson—such as making canisters to emphasize storage or pot holders for safety.

A third example originated in San Antonio, where a group of homemakers took up "team teaching." They were neighbors and didn't want to teach alone in their own homes, the agent said.

Still another example focused on group coordination in Kleberg County, where Mrs. Susie Gonzales, an ENP homemaker, volunteered as foods and nutrition leader for a group of youth in the newly organized Busy Bees 4-H Club.

"With a group of 20 boys and girls and little prospect of finding another leader, Mrs. Gonzales thought she could use method demonstrations and visuals to teach the entire group," Extension Agent Madeline Kennedy said.

"She gives demonstrations sometimes with one or two members assisting—and sometimes trains one or two members at home to give the demonstration for their group. Club members then have to practice at home and report back to the leader at the next project meeting."

This last example brings another facet of volunteer-leader training into focus—movement into additional leadership roles, or other activities, by volunteers.

Volunteer work develops leadership abilities, so many volunteers become leaders in 4-H work or adult programs and community activities, while many others continue teaching more and more ENP classes, say Texas Extension specialists.

Figures reflecting this include the report from Tyler that 50 ENP volunteer leaders moved into 4-H work, along with 333 ENP youth.

And in Waco, homemaker Mrs. Shirley Lewis taught all 18 ENP lessons four different times to four different groups, reaching 64 children.

A look at volunteer leaders for adult groups finds them assisting aides in recruiting and teaching or reviewing ENP adult classes. Many serve in local ENP advisory groups, which

help with organization and arrangement, while others have formed Home Demonstration clubs.

Still others serve as teachers in Extension home economics study groups —often formed of ENP graduates.

County Extension agents train volunteers to teach adults in the study groups.

Training focuses on subject matter, such as clothing, chosen by the study groups as their area of interest, and the agent uses material developed by Extension home economics specialists for this purpose.

In Smith County, study groups with volunteer leaders hold "clothing work-

shops," according to County Extension Agent Mrs. Hattie Sneed, who explained that agents train volunteers "to train others in their community."

Local fabric shops donate material for classes, and a local sewing machine dealer lends machines for volunteer leader training. The training usually involves 3-hour sessions lasting 5 days. Workshops usually last about 8 or 10 days.

"We also have ENP graduates who give information on food preservation to homemakers in their communities, and we hope to involve some in arranging meeting places and recruiting homemakers for an upcoming home care and maintenance pilot program," she said.

How are potential leaders chosen?

In Hidalgo County, Bertha Garza, Extension ENP agent, describes one of her volunteer recruitment methods:

"Our ENP homemakers are organized into what we call the Community Leaders Committee—this title was chosen because homemakers respond to it very well.

"When the aide approaches a prospective leader, she asks if the homemaker would like to be a leader and then gives examples of what others are doing.

"She invites the homemaker to the Community Leaders' meeting so she can talk with them and decide if she wants to become a leader.

"Meeting as a county group every 3 months, the Community Leaders also call subcommittee meetings when necessary to plan achievement events or recruit new leaders for 4-H or the youth ENP," the agent added.

Assistant Director for Home Economics Florence Low commented on some of the ingredients that have made the volunteer aspect of the Texas program work so well:

"Continuous, effective training is important to successful volunteer work," she said, "and to the movement of volunteers into other areas. Success also relies on careful leader-recruitment processes and on the attitudes conveyed by the staff during these procedures." □



At left, a class on dressmaking is conducted by two former ENP homemakers (far left and far right,) who now serve as volunteer sewing teachers. The former ENP homemaker below is now an active leader in the youth nutrition program.



by
Ted R. Holmes

Extension Specialist (Editor)
Louisiana State University

'Balancing' a county's services

How can a small county staff meet Extension's obligations to low-income people while continuing to serve other highly responsive audiences?

Agents in DeSoto Parish, Louisiana, tested some solutions to this problem and now have a well-developed educational program with low-income farmers, homemakers, and youth to balance their extensive work among commercial farm families and established homemaker and 4-H groups.

A highlight of their work with low-income youth has been a summer program in which older youth supervise and teach younger children. A cattle grazing result demonstration is designed to help low-income farmers.

For homemakers who must work outside the home to support their families, homemaker clubs and special interest group meetings are planned to fit into their work schedules.

A 6-week summer program in 1972 involved 450 young people in 13 communities. Three Extension aides, 19 Neighborhood Youth Corps workers, and 16 volunteer leaders assisted.

"The summer program offers three benefits to the young people," says Mrs. Leah Jones, Extension home economics agent. "They have fun, they learn, and they eat."

"All three of these are important to children whose parents work away from home during the day. Without this kind of program, many would have no adult supervision and if they had any lunch at all, it often would be sorely lacking in nutritional value."

Educational activities are geared to

advance the physical and personality development of the young people. The first session deals with the question "Who Am I?"

Other subjects include Working With Younger Children, Thinking Heads, Busy Hands, Looking Good, Health, Foods That Keep Us Healthy, Homemade Fun, Getting Rid of Litter, Decoupage, Needle and Thread, and Woodworking.

Each community group meets twice each week, and each session includes

a class, play time, and refreshment time.

Between the scheduled meetings, the youngsters are involved in activities such as picking up litter, making extra handicraft items, learning to crochet, and making shelves and towel racks, ice cream, or pillows.

Most of the materials they use are scraps picked up here and there—anything that doesn't cost money.

All activities are oriented to the local community except on the last day, which is exhibit and graduation day. Last year, a program was planned by the youth leaders, and 275 participants brought more than 300 exhibits such as handicrafts, art, and posters. Each person who had participated in the local community sessions received a certificate.

"We see a lot of social development as well as learning," Mrs. Jones points out. "The close relationship that develops between younger and older youth and the volunteer adult leaders is also important."



Jesse Latin (center) provided 11 acres of land for a grazing demonstration, following recommendations of Extension Agents Charles Johnson (left) and R. U. Johnson (right).

During the week before the summer program begins, Extension specialists train NYC workers and Extension aides in child development, working with children, play, crafts, and foods and nutrition. Extension agents provide additional training each Friday during the summer program.

The week after the program ends, the youth leaders get extra educational experiences, including tours to a power plant, trade schools, and scenic Hodges Gardens.

The first summer program was un-

dertaken in 1968 in one community with one NYC worker, several volunteer leaders, and 25 youngsters. As other youth leaders were enlisted in succeeding years, they organized a teen group and opened membership to teenagers throughout the parish who wanted more recreational, cultural, and educational opportunities.

This organization now supplies most of the youth workers for the summer program. They have the advantage of having had seven monthly training sessions during the fall, winter, and spring.

"The youth programs have opened the door for a lot more Extension work with adults," Mrs. Jones comments. "Many of these children's parents work in a local poultry processing plant. Their workday ends at 5:00, and they'll show up for a homemakers meeting at 5:30."

DeSoto homemakers had 28 active homemakers clubs in 1972. Eighteen of these were in predominately low-income neighborhoods.

Low-income rural people make up a sizeable portion of Extension's audience in DeSoto Parish. In the 1970 census, 71.1 percent of the 22,764 residents were classed as rural. Of 877 farms, 533 were selling less than \$2,000 worth of farm products per year.

Most of the small operators had cattle, but their calves were sold at light weights, yielding low income. Poor pastures contributed to their low return.

In 1971, Assistant County Agent Charles Johnson selected a group of leaders from among the 206 low-income farm operators in the parish and helped them plan and establish a result demonstration on the use of winter supplemental pastures.

The leaders selected the Jesse Latin farm as the site of the demonstration. A fertilizer spreading service, two fertilizer companies, and two local banks offered financial backing.

Jon V. Lowe, area Extension livestock agent, and several Extension specialists conducted a beef cattle school for all interested persons. In

November 1971 more than 150 people turned out to see 22 beef calves placed on 11 acres of ryegrass pasture.

The animals were sold in May 1972 in a special feeder yearling sale. In the 173 days they were grazed, the 11-acre pasture produced 505 pounds of beef per acre, bringing a net return to land and management of \$69.94 per acre.

County Agent R. U. Johnson says farmers, large and small, are enthusiastic in support of the winter grazing practice, and many are adopting it on their farms. Some are overseeding ryegrass on permanent pastures to help winter the breeding herd, and an increasing number are using rotation grazing.

Johnson also points out that the demonstration has led farmers to begin improving the breeding in their herds by buying high-quality sires. The cattle stocking capacity of several farms has improved because more fertilizer is being used on permanent pasture.

DeSoto agents continue to meet the demands of audiences that don't fit into the low-income classification. About 137 farms in the parish report annual sales greater than \$20,000 each. With 84 dairy farms, DeSoto supplies half of the milk used in the Shreveport area and receives the third highest gross income from dairy products among Louisiana's 64 parishes.

The parish is a leading beef area, with 30,000 head of cattle. It is a top timber-producing parish. Private landowners own all of the timber land, and these form an audience for Extension.

The agents also serve 27 4-H and special-interest youth clubs.

Service to these demanding audiences must continue, they point out. In fact, those on the top end of the economic scale could dominate all of their time.

The agents feel, however, that the quality of life in their parish will improve little until the educational and economic needs of all citizens, especially those in low-income families, are served. □



Adult volunteers and older youth helped provide refreshments and gather other necessary materials for the summer youth program.

by
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Commission links government, people

People in Taos County, New Mexico, are looking around at their problems and opportunities. The waves they are making are causing splashes throughout New Mexico—and in some other States, too!

How? Through an organized, volunteer group of citizens called the Taos County Planning and Development Commission. The commission consists of 24 people representing individuals, organizations and government. You could say, without stretching things too far, that the commission represents everyone in Taos County.

"This is a communications linkage between the grassroots and the county commission," says Palemon Martinez, Extension resource conservation and development specialist.

He headquarters in Taos, and has joined forces with Abad Martinez, Taos County Extension agent, and others, to help the county commission organize the planning and development commission.

Many people have combined talents to design the commission and make it work. It all began with a request for a county manpower development plan from the Governor's Comprehensive Manpower Council.

The end result is the planning and development commission, which did produce a manpower plan. But manpower is only one segment of the commission's interests.

Others include economic development, senior citizens, general community services, housing, community facilities, agriculture and natural resources, land-use planning, financing,



legal matters, education, health services, law enforcement, domestic water, liquid and solid waste disposal, land titles, roads and transportation, recreation, and historical and cultural programs.

The commission's potential for providing a coordinated, comprehensive program for county development has caught the fancy of a lot of people. A commission handbook, containing organizational and procedural guidelines, has been distributed to every county commission in New Mexico. In addition, requests for copies of the handbook have come from a number of States.

Some New Mexico counties already have developed a commission similar to the one in Taos County, and others are in the process.

Ideas for parts of the planning and development commission structure come from other communities and other States. But the Taos County commission is a unique organization.

After the Governor named county commission chairmen to head man-

Discussing plans for the Planning and Development Commission are Taos County Extension Agent Abad Martinez, left; Palemon Martinez, Extension resource conservation and development specialist, third from left; a representative of the State Planning Office; and the three members of the county commission.

power development efforts, the State Manpower Council sought help from the State Rural Development Committee. Associate Extension Director Eugene Ross, committee chairman, asked Extension agents to assist.

One result was that Martinez and Ricardo Pino, Extension community resource development specialist in Santa Fe, were appointed by the Santa Fe County Commission to develop a set of bylaws for a Santa Fe County Manpower Planning Committee.

Revenue sharing was becoming a reality, however, and the Taos County Commission felt that a representative organization was needed to deal not only with manpower, but also with other programs. The organization, as seen by the county commission, could help determine needs and priorities.

Martinez, working with the State Manpower Council, the Taos Community Action Program, County Agent Abad Martinez, and the Taos County Commission, structured the planning and development commission.

The first step was to make an inventory of all Taos County organizations. This was done in the belief, as Martinez put it, that "anything that gets done usually is done by an organized group."

The 300 groups and organizations were divided into 24 categories. Representatives were invited to meetings called to explain the proposed commission and to elect commission members.

Commission members were elected in all but one or two categories; those members were appointed by the county commission.

The 24 members represent three broad categories: public officials, resident (geographic) areas, and private sector. The eight members from the private sector represent youth, labor, civic and service, resource, business, churches, professional, and education areas.

The county was divided into eight geographic areas to obtain representatives for the resident sector. Public sector representation comes from municipal, county, State, and Federal offices, from public schools, and from county members of the State legislature.

Bylaws were adopted at an organizational meeting. They call for re-election or replacement of members at staggered dates in the future. They also challenge members to report back to their organizations and to bring the thinking of those organizations to the attention of the commission.

The object of the commission, then, is to provide a direct line of communication between the county governing

body and 300-plus organizations and their members.

"I know many of these people, and I know there has been very good communication in many cases," Martinez says.

Communication between the county commission and the planning and development commission members is also good. One reason is that under the bylaws the county commission chairman is also chairman of the planning and development group. Other planning and development commission officers are elected.

The county commissioners have explained and obtained support for several proposals for using revenue sharing money, including the purchase of law enforcement vehicles and road equipment and the employment of a county manager.

Early in 1973, representatives of the State Planning Office, the Environmental Improvement Agency, the district highway engineer's office, and the Lieutenant Governor's office met with the planners to outline State plans for Taos County. The State Planning Office plans to have a representative at all future commission meetings.

Meanwhile, members of the commission worked on one of their major tasks—the gathering of information on the needs and problems of the county. A committee summarized the results in writing, and offered alternative approaches to solving the problems.

The county commission retains the responsibility for final action. But the elected government now has a closer link with residents. It has a better knowledge of county problems, opportunities, and priorities, and it has some suggestions for action.

The commission has had some important byproducts. Two unincorporated areas have formed nonprofit organizations to get things done. A

local development corporation, first organized about 3 years ago, has been revitalized. A consultant is helping them look for the types of development Taos wants.

Extension Specialist Martinez sees what is happening in Taos County as an application of the scientific problem-solving process.

"We have developed our philosophy, the objectives, and identification of the needs and problems," he says. "The next step is determination of priorities (which has now been done) and from there we will develop a plan of action.

"This is what we need to be doing—anticipating what's going to happen, and planning for it; developing community and county plans to meet the needs and problems through an organized, coordinated approach," he says.

The planning and development commission does provide some sound guidance for local governments as they make decisions. The 1974 Taos County budget allocated a substantial amount to meet needs expressed through the commission.

A sound, citizen-directed basis also is provided for seeking project funds from a variety of sources. Several projects have been directed to other agencies and organizations, with productive results.

The plan is moving people toward action. Meetings are being held, and people are thinking together about their problems. Many committees are at work, and closer relations have been established between the county and State governments.

The action phase will be the true test of success for the Taos County experiment. Actions and developments to date are favorable, and point to the necessity of linkages between local governments and the people they serve. Supporters believe the action stage will be equally successful. □



Facts—by and for farmers

American agriculture is noted for its abundant production of food, fiber, and related commodities. And another important product is *facts*.

Agriculture's facts usually are called statistics. But whatever the name, they are the basis for good farm management planning.

As with most of their other products, farmers are the prime users of the statistics they produce. From these statistics, when properly processed and applied, farmers can see the prospects of a suitable market for their commodities. And Extension has a considerable role in the use and application of such facts.

Also like other farm products, the processing of agricultural statistics is a very important factor in their usability. Processing of the major farm commodities includes such practices as milling, ginning, slaughtering, inspecting, and packaging. In the case of statistics, processing includes collecting, sampling, tabulating, interpreting, and printing.

The Government agency with major responsibility for processing of agricultural facts is USDA's Statistical Reporting Service (SRS). Its Washington office compiles and issues about 550 reports and its 44 field offices more than 10,000 reports annually detailing what's happening on the farm and to the farm.

SRS makes estimates on about 150 crops and 50 livestock and poultry products, plus other commodities such as fertilizer, milk, and seeds, on prices paid and received by farmers, on stocks of grain, on mink and naval stores, and on farm labor and wages.

To obtain facts for these reports, SRS must depend on farmers, ranchers, poultrymen, grain dealers, shippers, slaughter plant managers, cattle feeders, and many others.

SRS reports offer producers and buyers, alike, a source of reliable information for making reasonable decisions. For example, farmers need these statistics in planning their purchases, production, and sales. Bankers and other lending agencies need them to balance farmers' borrowing needs and available funds. Truckers, railroaders, handlers, storage firm operators, and hatchery managers need statistics to help them allocate their resources.

Proper collection of agricultural statistics is the most basic essential toward obtaining dependable reports. Information for SRS estimates is collected in several ways,

but all rely significantly on the cooperation and participation of farmers and others in the agriculture industry. In some cases, the surveys are made only by mail. At other times, mailings are followed by phone calls or visits. And sometimes there are personal interviews.

But current mail surveys alone cannot supply all of the information necessary for the degree of accuracy demanded for crop and livestock estimates.

An alternate method of getting information is probability sampling. Statisticians are able to develop a sample that represents a true cross section of U.S. farms. This removes the bias from estimates. Also, statisticians are able to compute sampling errors. This means that estimates can be made with a known degree of precision.

Mail surveys won't work if farmers are not willing to mail back completed questionnaires. The probability sampling won't work unless the farmer provides all of the information requested in mail, phone, or personal contacts. He is, after all, the best source of facts on agricultural activity.

This is another way in which Extension can, and does, help. The rapport which county and area Extension agents have with farmers gives them an excellent opportunity to impress upon farmers the need for full and accurate information about production of crops and livestock. They also can reassure farmers that the individualized information provided in SRS questionnaires will not be divulged.

The Administrators of the Extension Service and the Statistical Reporting Service in USDA recently signed an agreement which continues a close working relationship between the two agencies in gathering and using statistical information.

This agreement fosters the collection of crop and livestock statistics to serve agriculture and the national economy, the dissemination of these statistics to the public, and the conduct of educational programs to facilitate the interpretation and proper use of agricultural statistics.

Enumerative surveys, stratification, sampling frame, regression analysis, objective yield measurement, and other such esoteric terms may pepper the lexicon of agricultural statisticians. But a more common word that really describes the Department of Agriculture's crop and livestock estimating program is COOPERATION.—Walter John